



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

***Principal/Test Coordinator
Manual***

**Writing Pilot Test
January 2005**

Important Contact Information

General Information

If you have any questions regarding the New England Common Assessment Program (NECAP) or procedures for administering the NECAP Pilot Assessment, contact the Measured Progress Service Center at 1-877-632-7774. This Service Center will be available beginning on January 12, 2005.

If you need to order additional NECAP test materials, go to <http://iServices.measuredprogress.org> and follow the on-screen instructions. (See page 10 of this manual for more information.)

Information about NECAP Policy

If you have any comments or suggestions regarding the New England Common Assessment Program (NECAP), contact:

New Hampshire Department of Education: Tim Kurtz, Director of Assessment, 603-271-3846, 101 Pleasant Street, Concord, NH 03301-3860, www.ed.state.nh.us

Rhode Island Department of Elementary and Secondary Education: Mary Ann Snider, Director of Assessment and Accountability, 401-222-4600 ext. 2100, 255 Westminster Street, Providence, RI 02903, www.ridoe.net

Vermont Department of Education: Michael Hock, Director of Assessment, 802-828-3115, 120 State Street, Montpelier, VT 05620-2501, www.state.vt.us/educ/

Important Dates

Test administration must be completed during this period..... January 24-28, 2005

Test materials will be picked up by UPS for return to Measured Progress on this date..... January 31, 2005

TEST SECURITY

All test items and responses to those items in the New England Common Assessment Program are secure material and may not be copied or duplicated in any way or retained in the school after testing is completed.

Checklist for Principals and Test Coordinators

Before testing:

- ☐ Read the *Principal/Test Coordinator Manual* and the *Test Administrator Manual*.
- ☐ Notify staff, students and parents about testing and discourage absences.
- ☐ Designate test administrators.
- ☐ Determine testing schedule for your school.
- ☐ Meet with test administrators to review the testing schedule and procedures in the test administration manuals. Manuals are available electronically from your department of education website.
- ☐ Arrange for testing of students who require accommodations that cannot be made in the regular classroom.
- ☐ Secure student demographic information from school records. **This information is required on page 2 of the student response booklet.** (See Appendix 4 and 5 of this manual.)
- ☐ Receive and inventory test materials.
- ☐ Distribute Test Administrator Manuals and test materials (including extra #2 pencils and lined scratch paper) to test administrators.
- ☐ Call the Measured Progress Service Center at 1-877-632-7774 with questions about materials, test scheduling, etc.

During testing:

- ☐ Maintain test security.
- ☐ Be sure that all students have comfortable and adequate workspaces.
- ☐ Ensure accommodations are provided to students as appropriate.
- ☐ Secure test materials between test administration sessions.
- ☐ Be available to answer questions as necessary.

After testing:

- ☐ Collect and inventory all test materials from test administrators.
- ☐ Verify that student response booklets are correctly marked and in good condition.
- ☐ Verify that the student name grid has been properly coded for all students.
- ☐ Verify that the student demographic information on page 2 of the student response booklet is completed for all students. (See Appendix 4 and 5 of this manual.)
- ☐ Confirm that no paper has been taped, pasted, stapled or otherwise attached to the student response booklet.
- ☐ Insert any large-print test booklets in the designated return envelope(s).
- ☐ Insert any student's set of test materials requiring special handling in the "Special Handling" envelope.
- ☐ Insert all scratch paper used by students in the designated return envelope(s).
- ☐ Inventory all used student response booklets and insert into white envelope(s).
- ☐ Complete and return the *Principal's Certification of Proper Test Administration* form. (See Appendix 2 of this manual for instructions.)
- ☐ Complete and return the *Principal/Test Coordinator Questionnaire*.
- ☐ Pack all test materials in shipping carton(s) for return to Measured Progress. **All** secure materials (including scratch paper) **must** be returned to Measured Progress.
- ☐ Reseal the carton(s) and affix a **UPS Return Service (R.S.) label to each carton**. All materials must be packed and ready for pickup on Monday, January 31, 2005. (Detailed instructions for return of materials are provided on page 14 of this manual.)

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The New England Common Assessment Program

Background

The New England Common Assessment Program is the result of collaboration among New Hampshire, Rhode Island and Vermont to build a set of assessments for grades 3 through 8 to meet the requirements of the No Child Left Behind Act (NCLB). The states have decided to work together for three important reasons:

- Working together the three state departments of education bring together a team of assessment and content specialists with experience and expertise greater than any individual state.
- Working together provides the capacity necessary for the three states to develop quality, customized assessments consistent with the overall goal of improving education.
- Working together allows the states to share costs in the development of a customized assessment program of a quality that would not be feasible for any individual state.

There are three purposes for the Pilot Test administration. First, it will provide an opportunity to field-test all of the items that have been developed in order to further refine the item set and guide the selection of items for the operational tests. Second, it will provide an opportunity to try out the planned testing procedures (e.g. timing, number of sessions, manuals, shipping/receiving procedures). Third, it will provide all schools in each state an opportunity to experience the assessment prior to the first operational administration in October 2005.

Students in every school in all three states will participate in the Pilot Test. Each student will complete one content area test (reading, mathematics, or writing). Students in a grade level within a school will participate in the same content area test. Tests will be distributed across grade levels to ensure that each school with more than one grade will receive different content area tests.

The Writing Pilot Test administration will be as similar as possible to the operational test to be administered in October 2005. However, because an individual student will only participate in the one content area, the total testing time will be approximately two hours distributed across two test sessions. Additionally, students will not be required to make up test sessions that are missed due to absence. Therefore, the testing window for the Writing Pilot Assessment is scheduled for only five days.

Structure and Format of the Test

The NECAP Pilot Assessment is a comprehensive test that covers a broad range of objectives in reading and mathematics at grades 3, 4, 5, 6, 7, and 8 and writing at grades 5 and 8. The pilot testing is being conducted in two phases. The first phase, conducted on October 26-28, 2004, piloted reading and mathematics. The second phase will be conducted on January 24-28, 2005 to pilot writing. A complete description of the objectives can be found in the *New England Common Assessment Program Grade-Level Expectations* (NECAP GLEs) developed and adopted collaboratively by the Departments of Education in New Hampshire, Rhode Island and Vermont.

The NECAP Pilot Assessment includes the following types of items:

- multiple-choice items, which require students to select the correct answer from four possible responses;
- short-answer items, which require students to provide a solution to a problem;
- constructed-response items, which require students to write a brief (half-page) response or show the solution to a problem;
- writing prompts, which require students to demonstrate their ability to communicate in writing through an extended response. These prompts are both stand alone and text based.

Test Coordinator's Responsibilities

Test coordinators are vital to the success of the New England Common Assessment Program (NECAP). For this reason, the instructions given in this manual and in the *Test Administrator Manual* must be followed closely by each principal/test coordinator and test administrator.

Your primary responsibilities are to

- serve as the school's contact person for Measured Progress,
- coordinate all test related activities,
- prepare teachers to administer the NECAP according to the directions in the *Test Administrator Manual*,
- oversee the inventory, distribution, collection, and return of all test materials, and
- ensure the security of all test materials and compliance with test administration procedures.

Test coordinators' activities include the following:

- developing a testing schedule for your school, including the scheduling and staffing of accommodations;
- familiarizing yourself with procedures detailed in the *Test Administrator Manual* and meeting with teachers to discuss those procedures and answer questions;
- securing background information, students' participation in special education or other programs, and possible accommodations. (See Appendix 4 of this manual for instructions);
- inventorying shipments of test materials against the materials summary form to determine that there are sufficient quantities of materials for each test administrator;
- distributing materials to test administrators and ensuring that an accurate accounting of all materials consigned to each test administrator is maintained);
- seeing that testing procedures are followed;
- collecting and inventorying all test materials;
- completing and returning the *Principal's Certification of Proper Test Administration* (see Appendix 2 of this manual for instructions);
- completing and returning the *Principal/Test Coordinator Questionnaire*; and
- packaging all materials for return to Measured Progress. UPS has been scheduled to arrive at your school to pick up the materials on Monday, January 31, 2005. ***Please have test materials prepared for UPS pickup by 8 am that day.***

Test Security (Before, During, and After testing)

As test coordinator, you are responsible for ensuring the security of material in the NECAP Pilot Assessment. You must notify test administrators that test items are secure and must not be released, copied, duplicated, or retained in any way in the school before, during, and after testing is completed. To protect the security of the test, all test administrators must carefully follow the instructions in this manual for administering the test and handling materials. Keep the test booklets secure at all times. Any loss of test materials should be immediately reported to Measured Progress.

Using secure test material to prepare students in any way for this test administration is a violation of test security and testing procedure.

Breaches in Test Security

Any concern about breaches in test security or noncompliance with test administration procedures must be reported **immediately** to the test coordinator and/or principal. The test coordinator and/or principal are responsible for **immediately** reporting the concern to the state director of assessment at the Department of Education. (See page i of this manual for contact information.) The district superintendent should be notified.

Before Testing

Preparation for Test Administration

Manuals

The *Principal/Test Coordinator Manual* and the *Test Administrator Manual* outline all of the steps to be followed before, during, and after test administration. Understanding of and compliance with each of these steps is vital for a successful NECAP administration. Please read this manual and the *Test Administrator Manual* to become familiar with the test administration procedures. Make note of any special arrangements that will be necessary for your school.

Student Participation and Accommodations

Who Should Be Tested

Because the results of the pilot will be used to judge the accessibility of the assessment for all students, it is important to include as many students as possible in the NECAP Writing Pilot Assessment. This includes students with disabilities and English language learners. With a few exceptions, all students enrolled in grades 5 and 8 as of January 24, 2005 must participate in the NECAP Writing Pilot Assessment. The following exceptions will be permitted for the **NECAP Writing Pilot Assessment only**:

- students who would normally participate in an alternate assessment
- students who would normally require a Braille form
- English Language Learners enrolled in school in the United States for less than one year
- students who are absent from school for the entire testing window
- students whose extraordinary personal circumstances prevent them from participating in the pilot

Decisions about students not participating in the NECAP Writing Pilot Assessment should be documented locally and retained by the principal. Notifying the Department of Education is not required for the pilot.

Determining How Students Will Participate Using Accommodations

Each state participating in the NECAP has previously had a list of accommodations allowable in their state. For purposes of the NECAP, the states have agreed upon a common set of allowable accommodations (See Appendix 6 of this manual for the Table of Standard Test Accommodations). Accommodations are available to all students on the basis of individual need regardless of disability status.

Although there are procedures for determining participation using accommodations on the statewide assessment, it is acknowledged that schools have not had sufficient time to follow these procedures for the purposes of this pilot. Decisions regarding accommodations should be made informally by the student's educational team on an individual basis, consistent with either previous accommodation decisions for the student or current educational needs. Making accommodations decisions on a group basis rather than on an individual basis is not permitted.

All standard accommodations must be recorded by authorized school staff on page 2 of the student's response booklet in the "Accommodations" section. (See Appendix 6 of this manual for the Table of Standard Accommodations.)

Other Accommodations

If the decision of the student's educational team requires an accommodation not listed in the Table of Standard Test Accommodations, you must contact the state director of assessment at the Department of Education for specific instructions on encoding the "Other Accommodations (E1)" section. (See page *i* of this manual for contact information.) Any accommodation(s) must be consistent with those used during the student's regular classroom instruction.

Document Accommodations

Document all accommodations on page 2 of the student response booklet. Authorized school staff must provide accurate information on each student's response booklet. (See Appendix 5 of this manual for a sample page 2 of a student response booklet.)

Scheduling Test Sessions

The NECAP Writing Pilot Assessment must be given to students between **January 24 and 28, 2005**. All testing and makeup testing must be completed by January 28, 2005. You must also schedule testing for any students who require test accommodations that cannot be made during the regular test sessions.

Ideally, each test session should be administered when and where students are most likely to do their best. Test activities for each grade include time during the General Instructions session for completing the front cover of the student response booklet and time at the end of testing for completing the student questionnaire. Except for makeup sessions or sessions for students requiring accommodations, **the test sessions must be taken in the order presented in the student's test booklets**. Students who are absent on the first day of testing must complete the front cover of the student response booklet before they are administered any part of the assessment. In schools where students in several classes in the same grade are being tested, all classrooms of students should take the same test session **simultaneously**.

Be sure that the test administration sessions do not conflict with regularly scheduled daily activities, such as recess, snack breaks, and lunch. Sufficient time should be allowed for continuous administration of each test part. Please refer to the table below for the writing testing schedule information for grades 5 and 8.

Grades 5 & 8 Testing Schedule—Writing		
Test Session	Test Activity	Time (in minutes)
General Instructions	Completing Student Information	10
Session 1	Directions	5
	Writing Assessment (12 multiple-choice & 3 writing prompts)	45
Session 2	Directions	5
	Writing Assessment (3 short-answer & 1 extended writing prompt)	45
Session 3	Student Questionnaire	20

Approximate Total Testing Time: 130 minutes

Although testing times are suggested as a minimum guideline, please remember that the NECAP Writing Pilot Assessments are un-timed. These tests are performance assessments; therefore time limits should not be strictly enforced. Students should be allowed to continue as long as they are working productively. However, the amounts of testing time indicated in this manual reflect the amount of time most students should need to complete the assessment. You may wish to increase the amount of time scheduled up to 100%.

If students complete a test session early, those students may go back and check work in that session of the test **only** or close the test booklets and sit quietly. Students may not work on any other session of the test. Plan an activity for students to do when they finish each session. Since some students will finish early, it is important for them to be quietly occupied so they will not disturb those students who require more time.

Prior to Test Administration

Designating Test Administrators

Designate enough test administrators to ensure that

- each test part will be administered simultaneously to all students within a grade level being tested,
- students can be tested in surroundings that will provide them with the opportunity to do their best work,
- students who need appropriate accommodations are provided with them, and
- makeup sessions will be supervised by a test administrator.

Prior to test administration; schedule a meeting with test administrators. Distribute a copy of the *Test Administrator Manual* to each designated test administrator before this meeting. Notify all test administrators that they must read the manual thoroughly prior to the meeting. Please duplicate the manual if additional copies are required or visit the state department of education website to download additional copies. (See page *i* of this manual for Department of Education website addresses.)

Briefing Test Administrators

During the meeting with test administrators,

- assign each administrator a specific group of students for testing,
- notify the test administrators of the testing schedule and how it will be implemented for your school,
- inform the test administrators about your school's test security procedures,
- inform them about test material tracking procedures,
- notify them of your school's procedures for makeup sessions,
- provide them student information for the groups of students they have been assigned to test (see below),
- encourage them to complete the *Test Administrator Questionnaire*, and
- answer questions regarding test administration and security procedures.

At the meeting, have available

- extra #2 pencils for test administrators to lend to students,
- lined scratch paper for rough drafts, and
- student information that test administrators or authorized school staff must encode on page 2 of each student response booklet. (See Appendix 5 of this manual for a sample page 2 student response booklet.) This information includes each student's
 - primary race / ethnicity,
 - Title I program participation,
 - identified disability and code,
 - 504 Plan status,
 - ELL/LEP program participation,
 - socio-economic status,
 - accommodation(s) with corresponding codes from the Table of Standard Test Accommodations (Appendix 6 of this manual), and
 - other accommodations (E-1) that were approved by the Department of Education prior to testing (only for students with disabilities).

Test administrators should be aware that their primary roles are to encourage students to take the task seriously and do their best on the tests, to give clear directions to students, and to monitor student performance to see that directions are followed.

Administrators may not comment on students' work or help them in any way except when completing the student questionnaire. Using the current year's test materials to familiarize students with test items is a violation of test security and testing procedures.

Notify test administrators that test items and all student responses in the NECAP are secure and may not be released, copied, or duplicated in any way or kept at the school once testing is completed.

Test Materials

Inventory Test Materials

Test materials will be delivered to test coordinators via UPS (United Parcel Service). Please alert your school staff to notify you **immediately** upon receipt of the test materials. Testing materials can be easily identified by the Measured Progress information on the carton(s). **If you have not received test materials by January 14, 2005 immediately telephone the Measured Progress Service Center at 1-877-632-7774.**

Inventory the test materials immediately upon receipt. The Materials Summary Form at the top of the carton labeled “Administration Materials Enclosed” provides the total number of materials for the grade level shipped to your school. Using the Materials Summary Form, mark the quantity of each item shipped in the “Qty Received” column. (See Appendix 1 for a sample Materials Summary Form.)

The sequence of how test materials are packed in cartons for each school is listed in the table below and on the next page.

Packing Order for NECAP Materials	
Item	Notes
Material Summary Form	Use this to inventory materials; check quantities under the heading “Qty Received” and “Qty Returned” on the form.
UPS Return Service Labels	Adhere on each carton for return of all test materials.
<i>Principal’s Certification of Proper Test Administration</i> Form (green)	This form is to be completed by the Principal or Test Coordinator. The form should be returned in the “Administrative Forms” envelope.
<i>Principal/Test Coordinator Manual</i>	Extra copies may be duplicated at your school, if needed, or download from your state’s website.
<i>Test Administrator Manual(s)</i>	Extra copies may be duplicated at your school, if needed, or download from your state’s website.
<i>Principal/Test Coordinator Questionnaire</i> (yellow)	This questionnaire is to be completed by the Principal or Test Coordinator. The questionnaire should be returned in the “Administrative Forms” envelope.
<i>Test Administrator Questionnaires</i> (blue)	This questionnaire is to be completed by the Test Administrators. The questionnaire should be returned in the “Administrative Forms” envelope.
<i>Student Questionnaires</i>	The students should record their responses to the student questionnaire in the “Student Questionnaire” section on the back outside cover (page 12) of the student response booklet.
White envelope labeled “Administrative Forms” which will also contain the school name and school code	Please return the completed <i>Principal’s Certification of Proper Test Administration</i> form, the completed <i>Principal/Test Coordinator Questionnaire</i> , and the completed <i>Test Administrator Questionnaires</i> in this envelope.

White plastic envelope(s) labeled with the grade and “For Return of Used Answer Documents Only”	For return of used student response booklets only.
White plastic envelope(s) labeled “Special Handling” in yellow lettering for student response booklets needing special handling	This envelope should be used for any set(s) of test materials needing extra attention. Please attach an explanatory note with any test materials returned in this envelope.
White plastic envelope(s) labeled “For Return of Scratch Paper”	All notes, rough drafts, scratch paper, etc. used by students must be returned to Measured Progress.
White plastic envelopes labeled “For Return of Large-print Tests” (if applicable)	Large-print test materials should be inserted into this envelope for return to Measured Progress.
Class packs of student test booklets	The number of student test booklets included in each class pack is indicated on the front of the pack.
Class packs of student response booklets	The number of student response booklets included in each class pack is indicated on the front of the pack.

Quantities of Test Booklets and Response Booklets

The quantity of test materials that Measured Progress sends each school is based on enrollment information provided by schools during the online enrollment verification process in August of 2004. Any additional enrollment updates provided by schools to Measured Progress during this school year have also been included. An overage of 10% has been added to each school’s enrollment to account for new students who may have enrolled after the enrollments were submitted.

The number of test booklets and response booklets contained in the shrink-wrapped packages is indicated on each shrink-wrapped package. Although these counts are very accurate, and since every test booklet shipped to a school **must** be returned, we encourage you to verify the accuracy of these shrink-wrapped numbers when you receive your materials.

If you ordered large-print tests during the online enrollment verification period or by contacting Measured Progress by phone, these items are included in your shipment. (Note: Braille test booklets are not available for the January 2005 pilot test; however, they will be available for future operational test administrations.)

Quantities of Other Materials

One *Principal/Test Coordinator Manual* and one *Principal/Test Coordinator Questionnaire* will be sent for each grade level tested in the school. Each school will also receive one *Principal’s Certification of Proper Test Administration* form for each grade level tested. The quantity of *Test Administrator Manuals* and *Test Administrator Questionnaires* you will receive is based on a ratio of one of each for every 15 students enrolled in the school at each grade level. Extra copies of these documents can be duplicated in your school or downloaded from your state’s website.

Ordering Additional Materials

If you are missing any materials listed on your Materials Summary Form, or if you need to order additional materials, log on to <http://iservices.measuredprogress.org> to place an order. Select “New England Common Assessment Program” on the dropdown list and click “Enter”; select “Order Additional Materials” from the left column. To access your school’s account, you will need your MP shipcode, located in the top left row on your Material Summary Form. Remember to order before 2:00 p.m. Eastern Standard Time in

order to receive additional materials by the next business day. If you have problems with the online system, contact the Measured Progress Service Center at 1-877-632-7774. All orders must be completed by January 21, 2005.

Save the original carton(s) for the return of test materials. Each carton contains a pre-printed bar code label identifying test materials for your school. **Do not remove, destroy, or deface this label;** the information on the label will expedite tracking of returned material.

Storing Test Materials

Designate a **secure** location for the storage of all test materials when they are not being used. Only you or your test coordinator should have access to this storage location. Under no circumstances should anyone have access to test materials during testing other than individuals designated by you to be directly involved with test distribution or administration and students enrolled in grades 5 and 8. You are responsible for protecting test materials from being viewed by unauthorized individuals from the time materials are received by your school until the materials are returned to Measured Progress.

Duplication of test materials is strictly forbidden, including, but not limited to, audiotaping, videotaping, photocopying, photographing, and handwritten copying. No test materials of any kind may be retained, discarded, recycled, removed, or destroyed. Any loss of test materials should be immediately reported to Measured Progress. All NECAP test materials must be ready for pickup by UPS by 8 am on January 31, 2005.

Equipment and Materials Prohibited During Test Administration

It is the test administrator's responsibility to provide an appropriate testing environment for the assessment. Students may use only the materials permitted for the assessment. These materials are listed at the beginning of each test session in the *Test Administrator Manual*.

Other reference materials, including those on the classroom walls, should not be used by students. All reference materials (printed or attached) on student desks should be removed or covered. Any displayed materials in the classroom that interfere with proper test administration are not permitted.

Dictionaries of any type and/or thesauruses are not allowed during any session of the assessment, except as allowed by accommodation(s).

During Testing

Test Administration

Distributing Test Materials

As test coordinator, you should review the *Test Administrator Manual* and become familiar with the information in that manual. Distribute a manual to each teacher who will be administering the test. After teachers have had an opportunity to read the manual, schedule a meeting to distribute materials, to review testing procedures and schedules, and to answer any questions they may have about administering the assessment.

Test materials include student test booklets and student response booklets, each shrink-wrapped in class packs of 5, 10, and 15. Each pack's quantity is indicated by a label on the top of the class pack. Each student test booklet contains a static bar code that identifies the product for internal use within Measured Progress. Each student response booklet contains a unique serial number. The serial number is used to link student demographic and assessment data to students' names.

Provide each test administrator with the necessary quantities of student testing materials. Class packs may be split to accommodate the number of students in any one testing group within a grade level at the school. Include an additional set of test materials for teacher use while giving directions.

Monitoring Test Administration

Test coordinators should be actively involved in test administration through careful supervision and monitoring of the procedures described in this guide.

During the test administration, test administrators should monitor the testing process by moving unobtrusively throughout the room. In moving about the room, test administrators should check that students are working in the correct page, are turning pages when necessary, are marking answers in the proper places, and are not spending too much time on any one item. Students should be reminded to take the task seriously.

Test administrators may not comment on students' work or help them in any way except during the student identification and questionnaire sessions.

After Testing

Preparation of Test Materials for Return

Collecting Materials after Testing

After all test sessions and makeup sessions are completed, collect and inventory **all** used and unused test materials that have been returned to you by each administrator. When materials are returned, verify that

1. **all** test materials, whether used or unused, have been returned by each test administrator;
2. the student's name has been correctly coded on the front cover of the student response booklet;
3. the front cover and page 2 of the student response booklets have been completed accurately for each student;
4. all accommodations have been correctly coded on page 2 of the student response booklets;
5. the student response booklets are in good condition and are free of eraser bits, and that erasures have been made completely;
6. all student response booklets have been inserted into the white plastic envelope(s) provided which are labeled "For Return of Used Answer Documents Only";
7. all scratch paper, and other non-scorable materials have been inserted into the white plastic envelope(s) provided;
8. all large-print materials (if you ordered any) have been checked and inserted into the white plastic envelope(s) provided; and
9. any test materials that require special handling have been checked and inserted into the "Special Handling" envelope(s) provided.

Completing Student Demographic Information on Student Response Booklets

Test coordinators should have available the following demographic information for each student who will be participating in the NECAP Pilot Assessment:

- primary race/ethnicity
- Title I program participation
- identified disability and code
- 504 Plan status
- ELL/LEP program participation
- socio-economic status
- accommodation(s) with corresponding codes from the Table of Standard Test Accommodations. (See Appendix 6 of this manual.)
- other accommodations (E-1) that were approved by the Department of Education prior to testing (only for students with disabilities)

This information must be filled out by authorized school personnel directly onto the student response booklets for each student.

After testing is finished, test administrators or school staff must check to see that the front cover and page 2 of the student response booklets are filled out for every student participating in the NECAP Pilot Assessment.

Specific information regarding the completing of student demographic information on page 2 of the student response booklets is provided in Appendix 4 of this manual.

Special Education

The special education section on page 2 of the student response booklet is for local school personnel to code in special education information for students with identified disabilities. In the box titled “Special Education,” students who are identified as having a disability, must also have the appropriate code bubbled in for that disability. Below is the list of the 14 primary disabilities and their codes.

Primary Disability Codes

01 Mental Retardation / Learning Impaired	08 Other Health Impairments
02 Hearing Impairments	09 Specific Learning Disability
03 Deafness	10 Deaf-Blindness
04 Speech / Language Impairment	11 Multiple Disabilities
05 Visual Impairments	12 Autism
06 Emotional Disturbance	13 Traumatic Brain Injury
07 Orthopedic Impairments	14 Developmental Delay

Completing Principal's Certification of Proper Test Administration

The *Principal's Certification of Proper Test Administration* form certifies that the administration of the test has been completed according to the requirements in this *Principal/Test Coordinator Manual*. (See Appendix 2 for step-by-step instructions for completing this form.) **Make a copy of this completed document for your school files before returning the original.**

Return of Materials

Materials should be packed to be returned to Measured Progress as soon as your school has completed testing. **UPS will pick up all test materials at your school on Monday, January 31. Your shipment should be ready by 8 am that day as UPS will not wait for you to complete packing your materials.** Be sure materials are secure until they are picked up by UPS. It is not necessary for you to contact UPS directly. Arrangements have already been made for the pick up of your test materials.

Use the original cartons for the return shipment of materials. Each delivery will include UPS Return Service (RS) labels for shipping the cartons back to Measured Progress. You will receive the same number of RS labels as the number of cartons shipped to your school. If you use fewer cartons to return materials, please include any unused RS labels in one of the return cartons.

The bar code label on the carton must be **intact** and **unobscured**. If the bar code is missing, write your school name and return address on the carton. **Remove, cross out, or tape over any old address labels.**

Pack test materials for one grade only per carton. For example, if your school includes both grade 5 and grade 8, pack grade 5 in one carton and grade 8 in the other.

Do not use rubber bands, staples, or paper or binder clips when repackaging materials. You may use packing material, such as crumpled paper, to keep items from shifting during shipping.

Inventory all materials for return to Measured Progress using the Materials Summary Form. Mark the quantity packed for each item under the heading “Qty Returned” on this form.

Separate used and unused test materials. If test materials are marked “VOID” during test administration, include them with the unused booklets.

- Place all unused materials in the bottom of the carton. Print “VOID” in large letters on the outside front cover of any test materials that were marked on and then not used.
- Place all used test booklets for grades 5 and 8 in the carton(s) that will be used to return test materials for each grade level.
- Place all used student response booklets for grades 5 and 8 that require **no special handling** in the white envelopes marked “For Return of Used Answer Documents Only”. Then place these envelopes in the carton(s) that will be used to return materials for each grade level.
- Place all test materials requiring special handling in the “Special Handling” envelope. These include test materials for students where test administration was non-routine. Call the Measured Progress Service Center at 1-877-632-7774 to discuss details of non-routine administration situations.
- Insert all large-print materials in their envelopes and then place them in the appropriate grade level carton(s).
- Insert all scratch paper used by students in their envelope(s) and then place them in the appropriate grade level carton(s).
- Insert the Materials Summary Form, the *Principal’s Certification of Proper Test Administration* form, the Principal/Test Coordinator Questionnaire, and the Test Administrator Questionnaires into the envelope labeled “Administrative Forms” and place the envelope in the top of Carton 1.

The test materials should be packed in the shipping carton(s) in the following order from top to bottom.

TOP OF CARTON 1
“Administrative Forms” envelope
“Special Handling” envelope (if applicable)
“Large-print test” envelope (if applicable)
“Scratch Paper” envelope
Envelopes containing used Student Response Booklets
Used Student Test Booklets
All unused student test materials
BOTTOM OF CARTON 1 OR LAST CARTON

Note: It is not necessary to return the Principal/Test Coordinator Manual, Test Administrator Manuals, or unused questionnaires.

Reseal the carton(s) with heavy-duty packing tape. Remove all labels on the carton(s) except the Measured Progress bar code label. Adhere a UPS Return Service label to each carton. Mark the carton(s) as “1 of 1” or “1 of 2,” “2 of 2,” etc.

UPS will arrive at your school on Monday, January 31, 2005, to pick up your carton(s). All test materials must be packed by 8 am that day. This is the ONLY scheduled pick-up date.

**THANK YOU VERY MUCH FOR YOUR HELP IN
COORDINATING THE NEW ENGLAND COMMON
ASSESSMENT PROGRAM’S PILOT TEST.**

Appendix 1: Sample Materials Summary Form



25 Piscataqua Drive
Newington, NH 03801

MATERIALS SUMMARY

Ship To:

MP Ship Code:	0000000000001234		Date Packed:	January 10, 2005	
Contract: 1362	Contract Name: New England Common Assessment Program		Administration: Pilot		
County Code:	County Name:	SU Code:	Superintendent Unit Name:		
District Code:	District Name:				
School Code:	School Name:	Grade: 5	Enrollment: 8		
Total Boxes Shipped:		1			

Box Label: 000000012345678	Unit	Qty Shipped	Qty Received	Qty Returned
Content				
UPS Return Service Labels	EA	1		
Principal's Certification of Proper Test Administration Form	EA	1		
Principal/Test Coordinator Manual	EA	1		
Test Administrator Manual(s)	EA	2		
Principal/Test Coordinator Questionnaire	EA	1		
Test Administrator Questionnaire(s)	EA	2		
Student Questionnaires	EA	10		
Envelope for return of administrative forms	EA	1		
Envelope(s) for return of student response booklets	EA	1		
Special Handling Envelope	EA	1		
Envelope for return of scratch paper	EA	1		
Envelope for return of Large-Print Tests	EA	1		
Student test booklets	EA	10		
Student response booklets	EA	10		
Large-Print test booklets	EA	1		

Appendix 2: Instructions for Completing the Principal's Certification of Proper Test Administration Form

Use the instructions beneath each heading below to complete the *Principal's Certification for Proper Test Administration* form. **A form must be completed for each grade level tested.** A sample form is included in Appendix 3.

Number of Test Booklets and Response Booklets Received

Fill in the number of secure test booklets and response booklets received by your school. This number can be found on your Materials Summary Form. You should have received the same number of test booklets and response booklets. If not, please call the Measured Progress Service Center at 1-877-632-7774.

Number of Additional Test Booklets and Response Booklets Requested/Received

If you contacted Measured Progress to order additional test booklets and/or additional response booklets, please indicate that number in this box.

Number of Test Booklets & Response Booklets Returned

Fill in the total number of secure test booklets and response booklets returned to Measured Progress. This number should be equal to the number of test booklets and response booklets received that you indicated in the first box plus any additional test and response booklets ordered (as indicated in the second box). The number in this box should include both used and unused test booklets and response booklets.

Each *Principal's Certification of Proper Test Administration* form must be signed by the school principal to indicate that the test was administered according to the test administration and test security procedures outlined in the *Principal/Test Coordinator Manual* and the *Test Administrator Manual*.

Appendix 3: Sample Principal's Certification of Proper Test Administration Form

New England Common Assessment Program January 2005 Pilot

Principal's Certification of Proper Test Administration

School Name: _____

District Name: _____

State: _____

Grade Level: _____ (please complete one form for each grade level tested)

Number of Test Booklets & Response Booklets Received

Number of Additional Test Booklets & Response Booklets
Requested/Received

Number of Test Booklets & Response Booklets Returned

I certify that the New England Common Assessment Program Pilot Test was administered according to the test administration and test security procedures outlined in the *Principal/Test Coordinator Manual* and the *Test Administrator Manual*.

Signature of Principal

Date

Appendix 4: Instructions for Completing Student Demographic Information

Test administrators are responsible for completing the student information for each student they administer the test to. The test coordinator is responsible for verifying that this information has been completed correctly.

Use the instructions beneath each heading below to complete the student information sections located on each scannable student booklet.

State Assigned Student ID

Unless you have been instructed by your state department of education, please leave the field titled “State assigned student ID” blank.

Gender

Confirm that the student has indicated his or her gender in the appropriate circle.

Birth Date

Confirm that the student has correctly bubbled in the birth date that he or she has written in the appropriate boxes.

The following information should be provided by authorized school personnel after testing in accordance with applicable state and federal regulations governing confidentiality.

Primary Race/Ethnicity

Darken the circle that corresponds to the student’s primary ethnicity.

Title 1 A

Darken the circle if the student participated in the Title I program this year.

Special Education

Darken the circle that corresponds to the code for the student’s primary identified disability (if any).

504 Plan

Darken the circle if the student has a 504 Plan.

ELL/LEP

Darken the circle if the student is an English Language Learner or if the student is Limited English Proficient.

SES

Darken the circle if student is eligible for free- or reduced-price meals consistent with USDA regulations.

Accommodations

If the student used any accommodation(s) listed in the “Table of Standard Test Accommodations” in Appendix 6 of this manual, darken the circle that corresponds to the accommodation(s) for each content area.

Appendix 5: Page 2 of Student Response Booklet

TO BE COMPLETED BY AUTHORIZED SCHOOL PERSONNEL

PRIMARY RACE / ETHNICITY	
<input type="radio"/>	American Indian or Alaskan Native
<input type="radio"/>	Asian
<input type="radio"/>	Black or African American
<input type="radio"/>	Hispanic or Latino
<input type="radio"/>	Native Hawaiian or Pacific Islander
<input type="radio"/>	White

TITLE 1 A	
<input type="radio"/>	Yes

SPECIAL EDUCATION	
If the student has an IEP, mark the code for the primary identified disability.	
1 <input type="radio"/>	4 <input type="radio"/>
2 <input type="radio"/>	5 <input type="radio"/>
3 <input type="radio"/>	6 <input type="radio"/>
7 <input type="radio"/>	8 <input type="radio"/>
10 <input type="radio"/>	9 <input type="radio"/>
13 <input type="radio"/>	11 <input type="radio"/>
	12 <input type="radio"/>
	14 <input type="radio"/>

504 PLAN	
<input type="radio"/>	Yes

ELL / LEP	
<input type="radio"/>	Yes

SES	
<input type="radio"/>	Yes

ACCOMMODATIONS			
	READING	WRITING	MATHEMATICS
A-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D-4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F-4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 6: Table of Standard Test Accommodations

New England Common Assessment Program Grades 3 through 8

Any accommodation(s) utilized for the assessment of individual students shall be the result of a formal or informal team decision made at the local level. Accommodations are available to all students on the basis of individual need regardless of disability status.

A. Alternative Settings

- A-1 Administer the test individually in a separate location
- A-2 Administer the test to a small group in a separate location
- A-3 Administer the test in locations with minimal distractions (e.g., study carrel or different room from rest of class)
- A-4 Preferential seating (e.g., front of room)
- A-5 Provide special acoustics
- A-6 Provide special lighting or furniture
- A-7 Administer the test with special education personnel
- A-8 Administer the test with other school personnel known to the student
- A-9 Administer the test with school personnel at a non-school setting

B. Scheduling and Timing

- B-1 Administer the test at the time of day that takes into account the student's medical needs or learning style
- B-2 Allow short supervised breaks during testing
- B-3 Allow extended time, beyond recommended until in the administrator's judgment the student can no longer sustain the activity

C. Presentation Formats

- C-1 Braille (not available for administration of pilot test)
- C-2 Large-print version
- C-3 Sign directions to student
- C-4 Questions read aloud to student (Math and Writing only) ¹
- C-5 Student reads questions aloud

- C-6 Translate directions into other language
- C-7 Underlining key information in directions
- C-8 Visual magnification devices
- C-9 Templates to reduce visual print
- C-10 Acetate shield
- C-11 Auditory amplification device or noise buffers
- C-12 Word-to-word translation guide, non-electronic with no definitions (For ESL students in Math and Writing only)

D. Response Formats (Student responses must be transcribed exactly as written into the student response booklet by school personnel.)

- D-1 Word processor, typewriter, computer ²
- D-2 Braille (not available for administration of pilot test)
- D-3 Multiple-choice responses recorded in student response booklet by school personnel
- D-4 Constructed responses recorded in student response booklet by school personnel (Reading and Math only)

E. Other Accommodations ³

- E-1 Accommodations team requested other accommodation not on list and DOE approved as comparable

F. Non-Comparable Modifications ⁴

- F-1 Using calculator, abacus, manipulatives on the non-tool math items
- F-2 Reading the reading test
- F-3 Scribing the writing test
- F-4 Other

1. Reading the reading test to the student invalidates all reading sessions.
2. Spell and grammar checks must be turned off. This accommodation is intended for unique individual needs, not an entire class
3. Test coordinators must obtain approval for the accommodation from the Department of Education prior to test administration.
4. All affected test items using these accommodations are counted as incorrect.

